



Oxenhope Church of England
Primary School

Behaviour Policy
for School, Explorers Before and After School Club, Playtimes and Lunchtimes



Our Named Persons for Child Protection are Alice Jones, Gillian Dyson, Caroline Auty, Jo Brown, Oliver Thurlby & Laura Smales

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Created By:	Date:	Next Review Date:
A Jones	March 22	March 2023

Our School Vision

We are a community where each person is valued by God. We nurture confidence, delight and discipline in seeking the skills needed to shape life well.
Life in all its fullness; John Chapter 10 v 10.
At Oxenhope our school values are:

<p style="text-align: center;">Love</p> 	<p>'Love your neighbour as yourself' Luke 10 v 27 Just like Jesus was 'moved with compassion' we want to instil the children of Oxenhope with selfless kindness towards others. The ultimate aim is to do good to other people, whoever they may be.</p>
<p style="text-align: center;">Service</p> 	<p>'Serve one another in love' Galatians 5 v14 At Oxenhope we actively seek opportunities to work together to help others in both our local and wider communities. As even Jesus washed the disciple's feet we can learn from his example and seek to do good where we can, both locally and globally.</p>
<p style="text-align: center;">Forgiveness</p> 	<p>'Forgive us our sins as we forgive those who have sinned against us.' Luke 11 v 4 These are the words we quote in our school prayer. As we appreciate how much we have been forgiven, we can forgive others.</p>
<p style="text-align: center;">Courage</p> 	<p>"Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go." Joshua 1 v 9 It is important that the children go from Oxenhope with a determined strength that they can bravely overcome whatever challenges they are faced with.</p>
<p style="text-align: center;">Endurance</p> 	<p>'Be joyful in hope, patient in affliction, faithful in prayer.' Romans 12 v 12 Jesus' followers are challenged to think of life like a race. However - NOT a short sprint but a marathon! The bible says that we are made stronger for the future every time we endure and refuse to give up. We teach our children to persevere and not give up hope.</p>
<p style="text-align: center;">Respect</p> 	<p>'So, in everything, do to others what you would have them do to you.' Matthew 7 v 12 At Oxenhope we teach children how to value others, whoever they may be, and celebrate what makes us different and unique.</p>

Aims

It is a primary aim of Oxenhope C of E Primary School that every member of the school community feels valued, nurtured, respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive and positive way. It aims to promote an environment in which everyone feels happy, safe, secure and can access a broad and balanced curriculum.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community preparing them to be good citizens, with a clear moral foundation, in the wider community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

The procedures featured in this policy were designed with the children and their requests about how behaviour is monitored and tracked.

Staff Responsibility

Positive Behaviour Management is the responsibility of all staff at Oxenhope C of E Primary School.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher and the pastoral team keeps records of all reported incidents of policy breach including bullying, racism, sexual violence and harassment and derogatory incidents.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of policy breach. For repeated or very serious acts of policy breach, the Headteacher may permanently exclude a child. This action is taken only after the school governors have been notified.

It is the responsibility of the Headteacher to read and add incidents onto our internal reporting system – CPOMS, to ensure that contextualised safeguarding procedures are being followed.

The Role of the Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in school, and that all classes behave in a responsible manner during lesson time and through-out the school day.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

Class teachers understand that it is not only the children within their own class with whom they have a responsibility to promote and challenge the behaviour of, but for all children, all the time.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom rules consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level breach such as calling out or disrupting the class. This also applies during lunchtime or playtime.

If a child breaches the policy repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if this continues, the class teacher seeks help and advice from the Pastoral Team, then the KS Leader or the Headteacher

The Pastoral Team is employed by the school to support children who, for a variety of reasons, find the school environment challenging. The Inclusion Team (Head Teacher, Pastoral Manager, SENCO, SENCO assistant) agree with staff, those children who need to be supported and the Pastoral Manager reports progress to the class teachers and the Headteacher.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the Pastoral Manager and the Headteacher) if there are concerns about the reasons behind the behaviour or welfare of a child.

It is the responsibility of staff to read and add incidents onto our internal reporting system – CPOMS, to ensure that contextualised safeguarding procedures are being followed.

Teachers need to ensure all staff, particularly HLTAs and midday meal supervisors know that a child is having difficulty with behaviour.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

It is the responsibility of support staff to read and add incidents onto our internal reporting system – CPOMS, to ensure that contextualised safeguarding procedures are being followed.

The Role of the Pastoral Team

It is the responsibility of the Pastoral Team to liaise with class teachers, support staff, the inclusion team and parents and carers about any behaviour incident.

The Pastoral Team will work under the direction of the Headteacher to provide nurture and support for children and families.

The Pastoral Team will work using the school's Early Help Offer providing support and making referrals to outside agencies as well as attending and chairing review meetings, alongside the Headteacher if appropriate.

It is the responsibility of pastoral staff to read and add incidents onto our internal reporting system – CPOMS, to ensure that contextualised safeguarding procedures are being followed.

The Role of Parents and Carers

Parents and Carers agree to reading this policy when enrolling their child at the school. Parents are expected to respect the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Pastoral Team and then the Headteacher.

The school collaborates actively with parents and carers, so that children receive consistent messages. We expect parents and carers to support their child's learning, and to cooperate with the school.

Parents and carers are encouraged to take part in parent surveys about the school systems and procedures around behaviour.

Responsibilities of the Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.

Procedures

School Rules

The main school rules were generated by the children for everybody. The school rules are put up in each classroom. They should be revisited with the children at the beginning of each term and at other times when necessary.

The School Rules are as follows:

In our school we:

- *Are polite and respectful*
- *Have a positive attitude*
- *Move around school quietly and sensibly*
- *Work hard and try our best*

Traffic Lights and Sunshine and Cloud systems

Each class teacher asked the children about behaviour systems within school. The children voiced that they would like a visual system which would allow them to track warnings and final stages of behaviour.

In Key Stage two this system is traffic lights and children move their names to amber and then to red. There is opportunity on amber to move back to green, however a move to amber or red will result in missing 'Green Time' (Detailed later in this section of the policy) and parents and carers being informed. Each child begins every day on Green

In Key Stage one and Reception this is represented by a Sunshine, a Cloud and then a Storm Cloud. There is the added element of a Rainbow which celebrates fantastic behaviour.

It is the responsibility for the class teacher to ensure that this is displayed within their classroom and that a significant amount of time is dedicated to teaching the children the system and ensuring that both Christian and British values are linked with this system.

Green Time/Sunshine time is 15 minutes on a Friday afternoon where children who have remained on Green all week can have some choosing time. If a child has been on amber/cloud or red/storm cloud they lose 3 minutes of green time for each time they have been on amber/cloud or red/storm cloud in the week.

Circle Time, oracy, PSHE

All classes use Circle Time, oracy and PSHE sessions as a tool for promoting and teaching moral characteristics, British Values and SMSC. Circle Time, oracy sessions and PSHE may be combination of games, debate and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss a relevant situation.

Outside agencies

As part of our Oxenhope Experience we engage with the police, school nursing team, the speech, language and communication team and the Life Caravan to promote positive online and social behaviour.

Walking around school, Manners and Safeguarding Systems

At Oxenhope we ensure that an acceptable level of behaviour and noise is adhered to at all times and this incorporates moving around school.

We ask the children to line up quietly and move around school in an orderly way. This ensures that the teacher can periodically stop the children to count them, give instructions ~~or remind them of expectations.~~

For more information about Safeguarding procedure please read our Child Protection and Safeguarding Policy.

Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

Teachers congratulate children.

Teachers give children a variety of rewards:

KS1/Reception – Verbal and written praise. Rainbow, Sun, (individual) Pasta Jar (whole class), Powerful learner of the week awards, work of the week awards, conversations with parents, house points, Sunshine time.

KS2 – Verbal and written praise. Traffic light, (individual) Pasta Jar (whole class), Powerful learner of the week awards, work of the week awards, conversations with parents, house points, Green time.

Pupils may be sent to another member of staff to re-enforce the praise and they may receive a sticker or a Nest Superstar award

Each week four children from each class are nominated to receive a certificate (star of the week x2. Citizen of the week and presentation star). These are presented at celebration assembly and parents are invited.

Each term two children receive Child of the Term award for their class.

At the end of the year the House with the most house points have a treat with the Head Teacher to celebrate their hard work

The Headteacher actively encourages staff members to send children to her to share success.

Learning Opportunities

Oxenhope expects school rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.

We expect children to try their best in all activities. If through conversation with a child it is decided that more effort could be implemented, we may, along with the child, decide to redo a task, or complete it at home or at Playtime or Lunchtime.

If there is a breach of the school rules, then a verbal warning is given to the child and the school staff and the child should have a discussion about next steps and what can be done regarding improvement.

If there is repeated rule breach, the school staff have further discussion with the child and a decision might be reached that the child completes his or her work in a quieter space in school alongside a member of the pastoral team or senior leader. During this time the child will have the opportunity to talk about their actions and reasons behind them. Some pastoral support will be put in place.

If a child acts in a dangerous or physical manner towards another child there would be immediate intervention from the most senior member of school staff on site. Again the school staff have further discussion with the child and a decision might be reached that the child completes his or her work in a quieter space in school alongside a member of the pastoral team or senior leader. During this time the child will have the opportunity to talk about their actions and reasons behind them. Some pastoral support will be put in place.

The safety of the children is paramount in all situations.

If a child has to work in a quieter space for a period of time, school staff will inform parents and carers about the support we have put in place.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very

difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Racist or derogatory incidents will not be tolerated in any form.

Tracking choices – as requested by the children

Foundation Stage

As in other year groups the children are encouraged to follow the school rules at all time.

Teachers, Early Years Practitioners and other adults speak to the children about their behaviour choices, using age appropriate language and try to help the children build an understanding about choices that is appropriate at school.

If there is a rule breach, then the children are given a warning and are reminded of the choices they can make.

If the child continues to make the wrong choice, then they move their name – do you need to add to the storm cloud?

Any aggressive or violent actions result in a child being sent immediately the storm cloud. If this continues after this, they will be sent to see the senior staff. At this point the children are reminded by school staff of the best choices to make, pastoral support may be put in place and the senior staff will check in with the child during the day, parents will be informed.

Staff meet daily to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children and this is logged on CPOMS. Adults will discuss any of their concerns with their parents or carers. An individual support/tracking programme might be arranged in consultation with SENCO, Head, Pastoral Manager and Parents/Carers.

Key Stage 1

School staff warn children verbally if their choices are inappropriate.

Second warning and the child's name is moved to the 'cloud'

If choices improve then the child's name moves to 'sun'.

Any aggressive or violent actions result in a child being sent immediately the storm cloud. If this continues after this, they will be sent to see the senior staff. At this point the children are reminded by school staff of the best choices to make, pastoral support may be put in place and the senior staff will check in with the child during the day, parents will be informed.

Staff meet daily to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children and this is logged on CPOMS. Adults will discuss any of their concerns with their parents or carers. An individual support/tracking programme might be arranged in consultation with SENCO, Head, Pastoral Manager and Parents/Carers.

Key Stage 2

School staff try to diffuse the situation

Teachers warn children verbally if their choice is inappropriate.

If their choice continues the child receives a second warning and the child's name is put on amber and after that red.

Any aggressive or violent actions result in a child being sent immediately the storm cloud. If this continues after this, they will be sent to see the senior staff. At this point the children are reminded by school staff of the best choices to make, pastoral support may be put in place and the senior staff will check in with the child during the day, parents will be informed.

Staff meet daily to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children and this is logged on CPOMS. Adults will discuss any of their concerns with their parents or carers. An individual support/tracking programme might be arranged in consultation with SENCO, Head, Pastoral Manager and Parents/Carers.

Positive Handling and Physical Intervention

All members of staff are aware of the regulations regarding the use of force by school staff, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: 'The Use of Force to Control or Restrain Pupils'. However, in exceptional situations, they will intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself, or if the use of such physical contact or restraint is clearly in the best interests of the safety of pupils or other members of the school community. The actions that we take are in line with government guidelines on the restraint of children.

Please see our Physical Intervention policy for more information

Children with specific Special or Behavioural Needs:

We recognise that some children have specific needs which in turn have impact on their behaviour choices. We understand that all behaviour is communication and we work hard to find ways to support all our children.

For those identified with SEND or SEMH needs, the system may be altered and adapted to meet their needs. They stand outside the policy according to their Education, Health and Care Plan or Individual Behaviour Plan which will indicate the actions planned to address and support their needs. These are monitored by the Pastoral Manager and SENCO and all staff working with the pupil should know and implement the agreed strategies for that pupil.

Explorers – Before and After School Club

Explorers will operate the same traffic light system as in KS2. There will be a dialogue between club staff and class teachers.

Lunch time and playtime

It is the responsibility of the on duty staff to follow the procedure set out in this policy. There will be a dialogue between on duty staff and class teachers about behaviour within these times. This will also be recorded on CPOMs.

Any incidents will need to be dealt with by the child's class teacher in the first instance who will then make an assessment as to whether to involve a more senior staff member.

The power to discipline beyond the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".

When considering whether the school will implement a sanction for reported misbehaviour out of school, the headteacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises. All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

Exclusion and Suspension

Please read our Exclusion and Suspension policy

Anti-Bullying

Please read our Trust Anti-Bullying policy <https://www.bdat-academies.org/wp-content/uploads/2021/06/Anti-bullying-Policy-Pupil-Reviewed-May-21.pdf>